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ABSTRACT

This document looks at the Kansas City, Missouri, Paseo Academy of Fine and Performing Arts Magnet High School's three-year implementation of the magnet theme of the Long-Range Magnet School Plan. In addition to the core curriculum, five theme strands (visual arts, music, theater, creative writing, and dance) were offered to 9th through 11th grade students. The focus of the report was on the impact and outcomes of enrollment, desegregation, and achievement. Evaluation data came from classroom observations; school visits, perceptual questionnaires administered to teachers, students, and parents; interviews with the school principal and administrators; and achievement data. Findings indicate success in implementing the fine and performing arts magnet theme. The demographic mix of 60% minority and 40% non-minority students exceeds the court-ordered desegregation goals. The improved student return rate and lower retention between 1st and 2nd year of implementation may reflect a selective filtering of those students wanting to be in the arts program. All Paseo Academy students scored above yearly district averages on the Tests of Achievement Proficiency, (TAP), in all but 11th grade mathematics. However, non-minority students outperformed minorities in every subtest. Both students and parents expressed satisfaction with the arts theme program, which was cited as the reason for enrollment in the school. Dissatisfaction was expressed in areas of school safety, classroom discipline, and length of the school day. Recommendations for improvement include: (1) making the eight-period day more appealing by making classes more difficult; (2) making efforts to improve student feelings of safety and strengthening discipline in the classroom; (3) addressing issues of school organization, atmosphere, attendance, and communication among staff; (4) improving the academic programs; and (5) improving timelines of communication from the school. The document includes 10 tables of statistical evaluation data, and 4 graphs. Appendix B concludes the document with tables of student, parent, and teacher perceptions for spring 1990, 1991, and 1992. (MM)

ED 380 387

Summative Evaluation
of the
Paseo Fine and Performing Arts
Magnet High School

1989-1990
1990-1991
1991-1992

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September 1992

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Summative Evaluation of the Paseo and Performing Arts Magnet High School

1989-1990
1990-1991
1991-1992

Sharon L. Newbill
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September 1992

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Summative Evaluation
of the
Paseo Fine and Performing Arts
Magnet High School

1989-1990
1990-1991
1991-1992

Major Findings and Recommendations

Paseo Academy has achieved considerable success in the implementation of the fine and performing arts magnet theme. The school now enrolls at least 40% non-minority students, which exceeds court-ordered desegregation goals. The program is functioning well, with considerable involvement of students in the arts. Students in theme classes spent the greatest proportion of time in hands-on activities, while core courses stressed critical thinking, writing and listening skills.

Both students and parents expressed satisfaction with the program. Responses to the parent survey indicated that 90% of parents enrolled their child in Paseo Academy because of the arts theme. Importantly, the majority of parents stated that the choice of school was determined jointly by themselves and their student. The primary concerns voiced by students involved safety, student relations and the eight-period day. Specifically, most students indicated they did not feel safe at school, believed their peers behaved poorly in class, and disliked the long day. Students indicated a desire for more challenging academics, and a majority of teachers and parents did not believe students were making good academic progress. Teachers felt positive about the theme and school, but some concerns emerged regarding school policies (e.g., discipline and attendance), school atmosphere, and communication with school administration.

On the TAP, all Paseo Academy students, as represented by the 1990 ninth-grade cohort, scored above yearly district averages, with the exception of math this year (eleventh grade). Non-minority students outperformed minorities in every subtest every year. However, Paseo Academy minority students, who were in the program during all three years of implementation, scored at or above district averages, except as eleventh graders. On the MMAT, meaningful

differences were found: Paseo Academy students were stronger in English/language arts than district peers, but weaker in math as compared to state averages.

Based upon the findings in this third year summative evaluation, the following recommendations are offered:

1. Efforts to make the eight-period day more appealing to students may improve their attitude about school. In response to survey questions and in write-in comments, two-thirds of students did not like the eight period day and nearly a third did not like classes over-all. Making classes more difficult may be a means of accomplishing this since 55% of students stated that Paseo Academy was not academically challenging.
2. Make efforts to improve student feelings of personal safety and strengthen discipline in the classroom. Only a third of students believed their peers were well behaved in class and a little over half felt safe at Paseo.
3. Address issues of school organization, atmosphere, attendance and communications among staff. These were the principle areas of teacher dissatisfaction, with the majority of teachers perceiving these issues as needing considerable improvement.
4. Improve the academic programs. Through the years of implementation, students, teachers and parents consistently expressed a desire for greater emphasis upon academics.
5. Improve timeliness of communications from school. Eighteen percent of parents interviewed mentioned that communications from Paseo were inadequate and late.

Program Description

The Paseo Academy of Fine and Performing Arts Magnet High School (or Paseo Academy) completed three years of implementation of the magnet theme as part of the *Long-Range Magnet School Plan*, hereafter referred to as the *Long-Range Plan* (Hale and Levine, 1986). Complementary programs in the visual and performing arts are offered at the elementary and middle school levels. Paseo Academy currently serves ninth through eleventh grades, with a new class of ninth graders added each year since implementation. A full complement of ninth through twelfth grades will be enrolled next year.

According to the *Creative, Visual and Performing Arts Magnet High School Task Force Report* (1989, p.1), the mission of Paseo Academy is to "...provide high standards for academic achievement and preparation for college with emphasis in the literary, visual and performing arts." In addition to the core curriculum, five theme strands are offered: visual arts, music, theatre, creative writing, and dance.

A new high school and middle school facility are under construction at the original site of the Paseo High School. For the past three years, Paseo Academy functioned in the old West High School. A completion date of August, 1992 is projected for the new facility.

Evaluation Design

The focus of the present report is on the impact and outcomes of the theme on district students as gained through a longitudinal evaluations of enrollment, desegregation and achievement. Questions addressed in the third year summative evaluation were:

1. Has the school met established enrollment goals particularly with respect to court-ordered minority/non-minority racial balance goals?
2. Was the program implemented as detailed in the *Long-Range Plan* (Hale and Levin, 1986) and the *Paseo Academy Planning Outline* (Creative, Visual and Performing Arts Task Force Report, 1989).
3. What are the parent, student, teacher, and school leadership perceptions about and attitudes toward the program? How have these perceptions changed through three years of implementation?
4. What are the levels of student achievement in the school? What achievement trends exist since the initiation of the magnet program?

Program implementation was evaluated from data collected through classroom observations, school visits, perceptual questionnaires administered to teachers, students and parents, interviews with the school principal and administrators, and achievement data. In some instances, perception information were in an open-ended format. Responses to these types of questions are mentioned if 10% or more of the sample surveyed responded similarly. Student achievement data, measured by the Tests of Achievement and Proficiency (TAP) and Missouri Mastery & Achievement Tests (MMAT), are reported. Academic performance through three year of implementation is evaluated using cohort analysis of TAP scores.

Results

Enrollment

In this section, enrollment and racial composition data by grade are presented for three years of magnet school operations. Data for the first year of implementation is treated as baseline since Paseo Academy was a "new" school effective 1989-1990. Furthermore, as a new school, each grade is required by the *Long-Range Plan* to meet the desegregation criteria of

60% minority/40% non-minority. All demographic data for Paseo Academy were obtained from the official student membership reports prepared by the KCMSD Research Office.

Enrollment data for Paseo Academy since the 1989-1990 school year are in Table 1. Considering desegregation goals, the percentage of non-minority students in grades ten and eleven exceeded minority percentages; ninth grade was in compliance with 59% minority students. Thus, ninth grade met court-ordered desegregation goals, but tenth and eleventh, in enrolling more than 40% non-minority students, did not met desegregation requirements. The trend in desegregation for Paseo Academy, developed by the KCMSD Research Office and presented in Figure 1, shows a decline in minority enrollment of about 10% since implementation of the magnet theme.

Percentage of students returning improved considerably since last year when it was noted that almost two-thirds of the minority and about half of the non-minority 1989-1990 ninth grade class did not return to Paseo Academy as tenth graders (Brock, 1991). The principal at Paseo Academy hypothesized that the low retention between the first and second year of implementation reflected a selective filter, with only those students wanting to be in an arts school returning. To test this hypothesis, all exit interviews conducted by school-based personnel were reviewed. Reasons for leaving were categorized as dictated by a review of the interview content. Categories were :"dissatisfied with school or theme", "drop-out", "move out of district, city or state", "desire another program within district", "desire suburb, private or special school", and "reassigned by the district". In order to be assigned a particularly category, the exit interview must explicitly state "dissatisfied with school or theme", for example. If the hypothesis of the selective filter was true, then "dissatisfaction with school or theme" should be reported frequently.

Sixteen exit interviews were available from 1989-1990. Nearly half of the exit interviews did not include a reason for leaving (N= 7, 44%). Of the nine interviews with a reason provided, a third either dropped-out or were reassigned by KCMSD. Leaving to attend suburban, private or special schools was reported in 22% of exit interviews. No student explicitly stated dissatisfaction with Paseo Academy as a reason for not returning. The findings indicate that the low continuity of ninth graders from the first year of implementation to the second was not due to a selective process with students dissatisfied or disinterested in the theme not returning.

Eighty-three exit interviews were available spanning the past three years (1989-1990 through 1991-1992). Of these, 22% (N= 18) stated dissatisfaction with the school or theme. The most frequent reason given was moving out of the district, city or state (N= 25, 30%).

In summary, a review of available exit interviews suggest that a self-selection process may have occurred in later years of theme implementation, but not in the earlier years. Paseo Academy has experienced good theme continuity since 1990-1991. For example, the number of tenth grade students this year equals 80% of the number previously enrolled in the ninth grade. Also, the eleventh grade class increased enrollment from last year's tenth grade class by 50%.

Implementation

The current status of selected areas of the fine and performing arts theme are examined here. Areas discussed are of concern to decision-makers at the district and school levels, and are key features of program functioning. Some aspects for evaluation were identified through consultation with school leadership and teaching staff.

Transportation. According to school administration, the busing system was satisfactory, but taxi transportation to and from school was troublesome. Specifically, about 100 students required taxis, and securing the transportation was very difficult at the beginning of school. At the end of the year, the principal stated that the bus situation was much improved, but the taxis still presented problems with late arrivals at school when dropping off and picking up students.

Staff. A resource position (physical trainer) was vacant all year, but otherwise all staff positions were in place at the beginning of school. School administration reported that the absence did not effect implementation of the theme. There were 13 new teachers at Paseo Academy this year in visual arts, instrumental music, theater, English, science and math.

Supplies and Materials. According to school administration, the majority of annual orders had arrived in time for the opening of school, which was a marked improvement from last year. However, not all supplies were available, and about a third of teachers stated they did not have access to the equipment and supplies necessary to implement the magnet theme (see *Teacher Perceptions*, Table 5).

Arts Theme Aspects

Classroom observations. From October through May, three classrooms observations were made weekly. Classrooms were selected randomly from available English/social studies, theme and elective courses. Each visit consisted of a planned 20 minute observation with each minute

a separate observation interval. Data regarding the occurrence of indicators of program implementation were gathered. These signature behaviors were identified from goals stated in the site planning outline and through consultation with school leadership and teaching staff. Classroom behaviors expected were critical thinking, experimentation (with creative thinking embedded), writing, vocal/performing, presenting original work, listening, hands-on experiences, and other academic activities, including silent reading and working. Additionally, infusion of the theme and interaction between teacher and students, including the form of instructional delivery, were recorded.

A total of 1400 observational minutes were completed which should provide a valid measure of how well various classroom components of the theme were being implemented. Of these, 57% were theme classes, with the remainder being either English/social studies or elective courses.

Table 2 presents the results of the observations by subject area. The reader is cautioned to be aware that there is no optional amount of time for the incorporation of activities into the classroom. Also, some ambiguity is involved in distinguishing minute-by-minute among complex activities, such as critical thinking. A relatively narrow interpretation was used with the most obvious activity recorded when, in fact, others may have occurred as well, but less noticeably. In theme classes, students were engaged primarily in hands-on activities, whereas core classes involved students more in critical thinking, writing, and listening activities. Elective classes offered less variety than the other two types of classes by focusing on hands-on, critical thinking, and listening.

Teacher-pupil interaction in the classroom varied little among subject areas. Teacher lecture occurred predominantly, comprising about one-third of classroom observations. In the core and theme classes, teacher-focused actions (lecture, direct and question) accounted for two-thirds of class time. Pupil activities (response and initiation) were noted more frequently in elective than in theme or English/social studies classes. The pattern of teacher-pupil interaction (i.e., what behavior followed the first behavior during each observation minute) in core and theme classes found increased student involvement in the classroom. In English/social studies and theme classes, the exchange observed most frequently was teacher question-pupil response (about one-fourth of observations). Regardless of exchange patterns, a traditional approach to instruction (teacher lecture, question, direct) was observed predominantly at Paseo Academy.

All Paseo teachers believed they were able to infuse the theme into the subjects they taught (see *Teacher Perceptions*, Table 4). This perception conforms to observations, except in elective classes where infusion was noted only half the time (Table 2).

Various program aspects field trips, recognitions, and awards. Lists of the achievements of Paseo Academy students as provided by school leadership are in Appendix A. Students attained international and national recognition in music, journalism, creative writing, dance, art, drama and scholastics. Theme-related activities were quite numerous including many performances, contests, and competitions in all areas of the fine arts.

Perceptions

Student Perceptions. In the spring of the 1991-1992 academic year, one-third of Paseo students were scheduled to participate in a perception survey of the magnet program at Paseo Academy. The students were selected from a random sample of English/language arts classes. The questionnaire measured theme satisfaction, student relations, sense of well-being while at school, and enrollment and graduation decisions. The results of the survey are in Table 3.

Over 90% of the students responding to the survey expressed satisfaction with the arts theme. A greater percentage of students were satisfied with the school and theme classes this year as compared last year (Appendix B, Table B-1). Perceptions of certain theme-related activities (e.g., field trips and the Artist-in-Residence program) improved since the first year of implementation, but remained unchanged or worsened compared to last year.

Students enjoyed theme classes (89%) far more than classes over-all (68%, Table 3). A partial explanation for the difference may be found in the perception by over half the students (55%) that Paseo Academy was not academically challenging. Also, two-thirds of the students did not like the eight period day, and the complaint was voiced repeatedly in the open comments section as well.

An area of concern which emerged from the survey was student relations: only a third believed students were well behaved in class and a little over half (57%) felt safe at Paseo. Student perceptions of safety and interpersonal relations changed little since last year (Appendix B, Table B-1). Importantly, although only a slight majority thought their teachers (56%) and principal (58%) cared about them, 95% believed that at least one teacher took a special interest in them.

The low enrollments in theme courses mentioned in the previous evaluation (Brock, 1991) were clarified by phrasing certain questions more appropriately. According to school leader-

ship, students may enroll in an art major and/or art minor class every semester. Student responses to the survey indicate that nearly all enrolled in an art major class (96%) and over two-thirds enrolled in an art minor class (68%). Also, almost half were taking a theme elective course (47%) this year. These findings indicate that the majority of students, in fact, are enrolled in theme courses at Paseo Academy.

Teacher Perceptions. Teacher perceptions of the progress of magnet program implementation and school environment were gathered through fall and spring questionnaires. In addition to defined response categories, teachers were given the opportunity to write-in comments with anonymity assured. Results of the spring questionnaire are presented in Table 4 for the current year and in Appendix C, Table C-1 for three years of implementation.

Nearly all of Paseo's teachers (97%) characterized themselves as committed to the theme and professionally challenged by the arts theme (Table 4). Several areas of concern emerged, with about a quarter of teachers believing Paseo Academy was organized effectively to achieve its goals, had an atmosphere conducive to learning for all students, and had an effective program to maintain a high level of student attendance (Table 4). The issue of school atmosphere emerged as a continuing concern of Paseo teachers, with perceptions now being the worst of three years of implementation (Appendix C, Table C-1). Furthermore, less than half the teachers believed communications with the principal and vice-principal were good, although two-thirds or better thought they had the support of the school administration (Table 4).

The academic progress of students continued to be viewed as less than satisfactory by a small majority of teachers. Contrary to the students, the majority of teachers favored the eight-period day. Also, most teachers felt the extra period allowed students to take more classes they liked. This perceptual difference is noted because 73% of teachers stated that there was good communication between themselves and their students.

Parent Perceptions. A sample of 25% of the parents of students attending Paseo Academy were telephoned randomly and given the opportunity to present their perceptions of the application process, district transportation, magnet themes, and the arts theme and school. The interviews were conducted in February 1992.

Most of Paseo parents found the application process agreeable (Table 5). However, satisfaction with the timeliness of the application process declined over the years (Appendix D, Table D-1). From Table 5, knowledge of district magnet themes came most frequently from

the newspaper (34%) or KCMSD brochure (29%), with the latter considered the most influential of sources by more parents (17%).

Ninety-eight percent of parents used district transportation (Table 6) and 91% were satisfied with timeliness and safety. However, in open comments, 25% of parents mentioned frustrations with district transportation, especially at the beginning of the year. Yet, parent satisfaction with the timeliness of transportation improved over the years (Appendix D, Table D-1). Transportation is a responsibility of the district and not that of Paseo Academy.

Information about parent choice of magnet theme and knowledge of district themes is in Table 7. Nearly two-thirds of Paseo parents professed knowledge of all themes available in the district (63%), with 95% claiming awareness of all themes available to them at enrollment. With this knowledge and regardless of location, 72% of parents would choose the visual and performing arts theme from among all magnet themes available, and 90% selected Paseo Academy because of the theme. These responses indicate that Paseo Academy parents enrolled their child at Paseo Academy primarily because of the theme.

The value of theme to the parents interviewed was mirrored in their perceptions of Paseo Academy (Table 8). Theme again clearly emerged over location as the principal reason for enrolling at Paseo. Importantly, the decision to attend Paseo was made jointly by parent and child by nearly half of respondents (46%). This suggests a high interest in their child's education among Paseo parents, which was corroborated by other findings. For example, 79% of parents have spoken with their child about their future career or job plans; 48% of Paseo students have made specific plans after graduation. These results were especially pleasing, considering that Paseo Academy did not enroll seniors this year.

Generally, Paseo parents perceived the school, theme and staff very favorably. Ninety-one percent were satisfied overall with Paseo and would recommend the school to other parents. Satisfaction with the school improved since the first year of implementation, but declined somewhat compared to last year (Appendix D, Table D-1). Ninety percent of the students should return next year according to parents' plans at the time of the interview. (Table 8).

A persistent concern of some parents through the years was their child's progress in basic skills (reading, writing, and math). About a quarter to a third of parents continued to express the need for a greater emphasis on basic academic skills, both in response to questionnaire items and in open comments. Notably, the majority of parents believed the theme had a

positive effect upon their child's achievement (83%) and would benefit their career opportunities (85%).

Another concern, expressed most frequently in open comments, was timeliness of communications from school. Of parents interviewed, 18% stated that communications (i.e., newsletters, telephone calls) were insufficient, inadequate, and late. However, 86% indicated that the communications received from Paseo were understandable and helpful.

Achievement

Tests of Achievement and Proficiency (TAP). A summary of Paseo Academy TAP scores in reading, written expression and math throughout three years of implementation are presented in Table 9. Overall, the percentile ranks of Paseo students were higher than those of the district in each subtest examined at every grade level. Cohort analysis was used to evaluate the performance of Paseo Academy students on standardized tests since implementation of the theme. Students in the ninth grade in 1989-1990, the first year of implementation, currently are in the eleventh grade. Their scores through three years are compared to yearly district scores in Figures 2 through 4. Paseo Academy students, as represented by the 1990 ninth grade cohort, scored above district averages the past three years, except math this year (Figure 4, eleventh grade). Paseo Academy non-minority students outperformed minorities in every subtest every year, yet minority students scored at or above yearly district averages, except as eleventh graders.

Missouri Mastery & Achievement Tests (MMAT). Table 10 presents the results of current year MMAT tests in English/language arts and math. MMAT scores are reported in average scale scores and can be compared to district and state averages. Paseo Academy tenth graders scored above the district average in English/language arts. Compared to the state, Paseo students scored below average in both subtests. According to the *MMAT, Guide to Score Interpretation and Use* (Missouri Department of Elementary and Secondary Education, 1990), meaningful strengths or weaknesses between groups occur if at least 25 points separates their scores. This criterion suggests that Paseo Academy students 1) were stronger in English/language arts than their district peers and 2) a weaker in math as compared to the state.

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Table 1

Paseo Academy of Fine & Performing Arts High School
Minority & Non-Minority Enrollment
September 1989, 1990 and 1991

	1989 - 1990				1990 - 1991				1991 - 1992			
	Minority		Non-Minority		Minority		Non-Minority		Minority		Non-Minority	
Grade	N	%	N	%	N	%	N	%	N	%	N	%
Nine	90	58%	64	42%	88	62%	53	38%	85	59%	58	41%
Ten	—	—	—	—	34	48%	37	52%	70	47%	80	53%
Eleven	–	—	—	—	—	—	—	—	54	42%	76	58%
Total	90	58%	64	42%	122	58%	90	42%	209	49%	214	51%
Grand Total		154				212				423		

Note: Percentages are rounded to the nearest whole percent. Enrollment data from *September 27, 1989 Student Membership* (Research Office, 1989) *September 26, 1990 Student Membership* (Research Office, 1990), and September 25, 1991 *Student Census Count* (Admissions Office, 1991).

Table 2
Paseo Academy of Fine and Performing Arts
Classroom Observation Results 1991-1992

	Percent of Time			
Area Observed	Combined (N= 1400 Min.)	Eng/SS Classroom (N= 560 Min.)	Theme Classroom (N= 800 Min.)	Elective (N= 40 Min.)
Primary Student Actions				
Hands on	39%	3%	63%	50%
Critical thinking	20%	47%	—	33%
Writing	13%	22%	8%	—
Listening	12%	19%	8%	18%
Vocal/perform	8%	—	14%	—
Other academic	6%	8%	5%	—
Present original work	1%	1%	1%	—
Experiment	1%	—	1%	—
Infusion Occuring	91%	82%	100%	50%
Teacher-Pupil Interaction				
Teacher lecture	32%	34%	30%	35%
Teacher direct	22%	17%	26%	14%
Teacher question	12%*	15%*	11%*	8%*
Pupil response	11%	12%	9%	14%
Pupil initiate	9%	10%	8%	19%
Teacher encourage	7%	3%	9%	11%
Teacher redirect	6%	4%	7%	—
Teacher accepts	2%	4%	< 1%	—

Note: Percentages are rounded to the nearest whole percent.

* Most frequent second behavior occuring during one minute observation unit.

Table 3

Paseo Academy of Fine and Performing Arts
Student Perceptions (N= 130), Spring 1992

Questions		Yes	No
1.	I am glad I go to a fine and performing arts magnet school.	90%	10%
2.	I like learning about the arts.	95%	5%
3.	I enrolled in art major class this year.	96%	4%
4.	I enrolled in an art minor class this year.	68%	32%
5.	I enrolled in an art elective class this year.	47%	53%
6.	Someday I would like a job that lets me use the fine and performing arts.	80%	20%
7.	I participated in a school play, performance, competition, or art show this year.	72%	29%
8.	I am learning about different races and cultures.	59%	42%
9.	Learning about different races and cultures has helped me get along better with other students at school.	49%	51%
10.	The students at my school get along well with each other.	64%	36%
11.	I think the students at my school are well behaved in class.	33%	67%
12.	I feel safe at Paseo.	57%	43%
13.	I think my teachers care about me.	56%	44%
14.	I think my principal cares about me.	58%	42%
15.	Someone in my family helps me with my homework.	37%	63%
16.	I feel welcome at Paseo.	74%	26%
17.	I feel that at least one of my teachers takes a special interest in me.	95%	5%
18.	Overall, I like my classes.	68%	32%
19.	I like my Fine and Performing Arts class(es).	89%	12%
20.	I feel that I am challenged academically at Paseo.	45%	55%
21.	I like the Artist-in-Residence program.	73%	27%
22.	I have enjoyed and benefitted from the field trips.	70%	30%
23.	I have talked with my family about my plans after high school.	80%	20%
24.	I plan to graduate from high school.	98%	2%

Table 3 (cont.)

Paseo Academy of Fine and Performing Arts
Student Perceptions (N= 130), Spring 1992

Questions	Yes	No
25. The eight-period day gives me a chance to take more classes that I like.	35%	65%
26. I hope my school keeps an eight-period day next year.	32%	69%
27. Who decided that you would come to this school?		
A. My family and I decided together	32%	
B. I decided	55%	
C. My family decided	6%	
D. The district assigned me here	7%	
28. Which of the following was most important in the decision to come to this school.[1]		
A. I liked the theme	70%	
B. I liked the school	17%	
C. My friends go here	12%	
D. It's near my home	1%	

Note: Percentages are rounded to the nearest whole percent. Percentages do not include students not expressing an opinion.

[1] Students assigned by the district did not respond to this question.

Table 4

Paseo Academy of Fine and Performing Arts
Teacher Perceptions (N= 33), Spring 1992

Questions		Yes	No
1.	I have read the magnet theme program goals and objectives for this school.	94%	6%
2.	I believe our school is implementing the magnet theme according to the identified program goals and objectives.	79%	21%
3.	I have been able to infuse the magnet theme into the subject(s) I teach.	100%	—
4.	I am satisfied with the magnet theme staff development during the school year.	56%	44%
5.	I have access to the necessary equipment and supplies I need to implement the magnet theme in the subject(s) I teach.	69%	31%
6.	I try really hard, I can get through to even the most difficult or unmotivated students.	52%	48%
7.	The school is organized effectively to achieve its goals.	19%	81%
8.	The school atmosphere generally is conducive to learning for all students.	23%	77%
9.	The school has an effective program to maintain a high level of student attendance.	26%	74%
10.	When it comes right down to it, a teacher can't do much to reach students because most of a students' motivation and performance depends on his or her environment outside of school.	27%	73%
11.	Teachers in this school informally discuss instructional issues.	79%	21%
12.	I feel professionally challenged teaching in the fine and performing arts magnet program.	97%	3%
13.	I feel physically safe teaching at Paseo Academy.	77%	23%
14.	The following building level administrative support staff have provided the support I need to successfully implement the magnet theme at this school:		
	Principal	79%	21%
	Assistant principal	71%	29%
	Coordinator of instruction	86%	14%
15.	The following building magnet theme support staff have provided the support I need to successfully implement the magnet theme at this school:		
	Program administrator	77%	23%
	Curriculum coordinator	85%	15%
	Resource teacher(s)	82%	18%

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Table 4 (cont.)

Paseo Academy of Fine and Performing Arts
Teacher Perceptions (N= 33), Spring 1992

Questions	Yes	No
16. There is good communication at Paseo between teachers and:		
Principal	44%	56%
Assistant principal	41%	59%
Coordinator of instruction	78%	22%
Program administrator	69%	31%
Curriculum coordinator	83%	27%
Magnet resource staff	68%	32%
Other teachers	70%	30%
Students	73%	27%
Parents	56%	44%
17. The 8-period day has allowed students to take more classes they like.	73%	27%
18. I think we should keep the 8-period day next year.	61%	39%
19. I believe students are making good academic progress in this theme.	46%	54%
20. Personally, how would you characterize your commitment to the fine and performing arts theme?		
Committed to the theme	97%	
Neutral or indifferent	3%	
Not committed to the theme	—	
Object to the theme	—	
21. Overall, what rating would you give your magnet school program this year?		
Excellent	9%	
Good	52%	
Average	18%	
Fair	15%	
Poor	3%	

Note: Percentages are rounded to the nearest whole percent. Percentages do not include those teachers not expressing an opinion.

Table 5

Paseo Academy of Fine and Performing Arts
Parent Perceptions (N= 115), Spring 1992
Application Process

Questions	Yes	No
1. When you applied to Paseo, was your application handled in a reasonable amount of time?	83%	17%
2. Were you treated in a helpful and courteous manner when applying?	94%	6%
3. How did you learn about the magnet school themes?		
Newspaper	34%	66%
Radio	10%	90%
Television	24%	76%
Child	17%	83%
Friend, relative, or neighbor	21%	79%
School district brochure	29%	71%
Child's previous school	26%	74%
Magnet recruiter	3%	97%
Other district personnel	16%	84%
4. Of those information sources, which was most influential?		
None	22%	
Newspaper	11%	
Radio	0%	
TV	4%	
Child	9%	
Friend, etc.	13%	
KCMSD brochure	17%	
Previous school	12%	
Recruiter	1%	
Other KCMSD	11%	

Note: Percentages are rounded to the nearest whole percent. Percentages do not include those parents not expressing an opinion.

Table 6

Paseo Academy of Fine and Performing Arts
Parent Questionnaire (N= 115), Spring, 1992
Transportation Issues

Questions	Response	N	%
1. Does child use district transportation?	Yes	113	98%
	No	2	2%
2. Believe transportation runs on schedule?[1]	Yes	91	83%
	No	19	17%
3. Believe transportation runs in a reasonable amount of time?[1]	Yes	101	91%
	No	10	9%
4. Believe transportation is safe?[1]	Yes	96	91%
	No	9	9%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include those parents who did not express an opinion.

[1] Percentages based on parents using district transportation.

Table 7
Paseo Academy of Fine and Performing Arts
Parent Perceptions (N= 115), Spring 1992
Magnet Theme Knowledge and Choice

Questions	Response	%
1. Do you know all the themes available in the district high schools?	Yes	63%
	No	37%
2. Were you aware of all the themes available when you enrolled at Paseo.	Yes	95%
	No	5%
3. If any theme was available in any location, which theme would be your first choice?	VPA	72%
	CPT	7%
	CMP	6%
	BUS, CLG, HPR, LPS, SCM, and TRA	2% ea
	AVT, EGT, MIL	1% ea
4. What theme would be your second choice?	CMP	23%
	VPA	15%
	CPT	14%
	SCM	12%
	COM	7%
	None	7%
	BUS	5%
	INS	4%
	CLG	3%
	AGB, AVT, HPR and LPS	2%ea
	EGT, ENS	1%ea
5. What are the major factors you would consider in chosing a school for your child?		
Location	Yes	50%
	No	50%
Theme	Yes	90%
	No	10%
Availability of extra-curricular activities.	Yes	62%
	No	38%
Number of students in classroom	Yes	84%
	No	16%
Racial balance.	Yes	46%
	No	54%
Availability of electives.	Yes	83%
	No	17%
8 period day.	Yes	46%
	No	54%
Age or condition of building.	Yes	60%
	No	40%

Table 7 (cont.)

Paseo Academy of Fine and Performing Arts
Parent Perceptions (N= 115), Spring 1992
Magnet Theme Knowledge and Choice

Questions	Response	%
6. Of the factors important to you, which would be the most important?	Location	10%
	Theme	23%
	Extra-curricular activities	2%
	Number of students	5%
	Racial balance	2%
	Electives	1%
	8 periods	2%
	Building	1%
	Other	40%
7. How many years has your child attended Paseo Academy?	1	55%
	2	31%
	3	14%
8. Are you aware KCMSD reduced number of students in each class in 1985-1986 school year?	Yes	38%
	No	62%
9. Has smaller classes been a reason you enrolled in the KCMSD?	Yes	24%
	No	76%
10. Are you in favor of an 8 period day?	Yes	90%
	No	10%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include parents who did not expressing an opinion.

[1] Percentages based on those stating knowledge of all high school themes.

Table 8

Paseo Academy of Fine and Performing Arts
Parent Perceptions (N= 115), Spring 1992
Magnet Theme and School Issues

Questions	Yes	No
1. Which was a factor in your decision to enroll at Paseo?		
Like theme.	90%	10%
Like school's location, close to home.	7%	93%
Like school's location, but isn't closest to home.	4%	96%
Theme was second choice, first choice wasn't available.	6%	94%
Child attended last year and wanted to return.	44%	56%
You or other children at Paseo.	14%	86%
Assigned by district as other theme choices not available.	3%	97%
Assigned by district as you did not apply for a theme.	3%	97%
Existing racial balance.	10%	90%
2. If you chose theme and location, which was the most important factor?		
Theme	86%	
Location	14%	
3. How was the decision made to attend Paseo?		
Parent	7%	
Child	41%	
Parent & child	46%	
Assigned by KCMSD	5%	
4. Satisfied with progress in reading?	78%	22%
5. Satisfied with progress in writing?	81%	19%
6. Satisfied with progress in math?	65%	35%
7. Believe theme will benefit child's career opportunities?	85%	15%
8. Believe the fine arts theme has increased child's interest in school.	77%	23%
9. Believe fine arts theme has had a positive effect on child's achievement in school.	83%	17%
10. Satisfied with child's teachers?	83%	17%
11. Believe child's principal is responsive to your concerns?	85%	15%
12. Believe participation as parent is welcome?	94%	6%
13. Satisfied overall with school?	91%	9%
14. Communications from school are understandable and helpful?	86%	14%
15. Recommend school to other parents?	91%	9%
16. Feel child is safe?	65%	35%

Table 8 (cont.)

Paseo Academy of Fine and Performing Arts
Parent Perceptions (N= 115), Spring 1992
Magnet Theme and School Issues

Questions		Yes	No
17.	Do you plan to send your child to Paseo next year?	90%	10%
18.	Has Paseo helped parents be more understanding and sensitive toward people from different racial and ethnic groups?	71%	29%
19.	Has Paseo helped child be more understanding and sensitive toward people of different racial and ethnic groups?	69%	31%
20.	Child has friends from other racial or ethnic groups that he/she hangs around with outside school hours?	71%	29%
21.	Child has talked about dropping out?	6%	94%
22.	Child's parent or a sibling has dropped out of high school?	16%	84%
23.	You or child have talked about child's future career or job plans?	79%	21%
24.	You and child made specific plans for year immediately after high school graduation?	48%	52%
25.	Child has a job now?		
	No	76%	
	Pt, weekends	7%	
	Pt, weeknights	16%	
	Full time	2%	
26.	How affected is child by the drug problem?		
	Not at all.	66%	
	Sees around school but not involved.	25%	
	Close friends involved but not child.	8%	
	Child is or has been involved in using or selling drugs.	2%	
27.	How affected is child by gang problem.		
	Not at all.	50%	
	Sees around school but not involved.	46%	
	Close friends involved but not child.	4%	
	Child is or has been involved in gang activity.	0%	

Note: Percentages are rounded to the nearest whole percent. Percentages do not include parents not expressing an opinion.

Table 9

Paseo Academy of Fine & Performing Arts High School
Tests of Achievement and Proficiency
Spring 1990, 1991 & 1992

Grade / Ethnicity	Reading				Written Expression				Math			
	1990	1991	1992	Dist. 1992	1990	1991	1992	Dist. 1992	1990	1991	1992	Dist. 1992
Nine			45	38			52	43			35	30
Minority	32	38	36		30	44	47		26	40	25	
Non-Minority	57	62	61		43	58	59		46	57	47	
Ten			54	44			52	44			45	38
Minority	---	45	36		---	49	41		---	42	35	
Non-Minority	---	72	71		---	60	65		---	55	53	
Eleven			53	40			48	40			44	40
Minority	---	---	39		---	---	39		---	---	34	
Non-Minority	---	---	67		---	---	58		---	---	51	

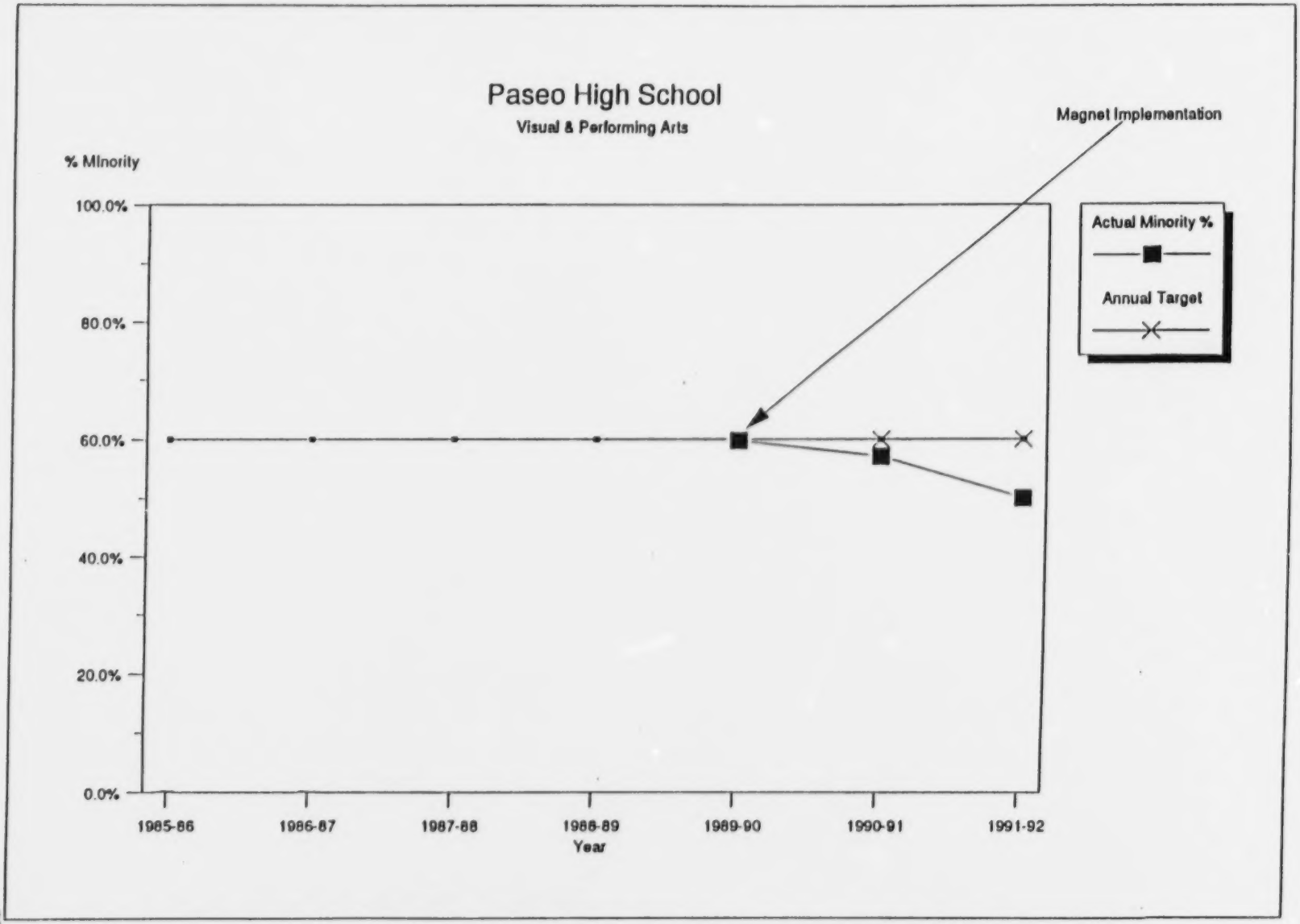
Note: Data are percentile ranks based on mean grade equivalents.

Table 10
Paseo Academy of Fine & Performing Arts
Missouri Mastery & Achievement Tests
Average Scale Scores
Grade 10, 1992

	English/ Language Arts	Math
Paseo Academy	301	290
District	274	291
State	313	338

Figure 1

PERCENT MINORITY ENROLLMENT 1985-86 TO 1991-92



Self-Contained special education enrollment not included

"Prepared by the Research Office"

Annual Target = 2% decrease in minority percent from the prior year's enrollment until the minority percent reaches 60%.

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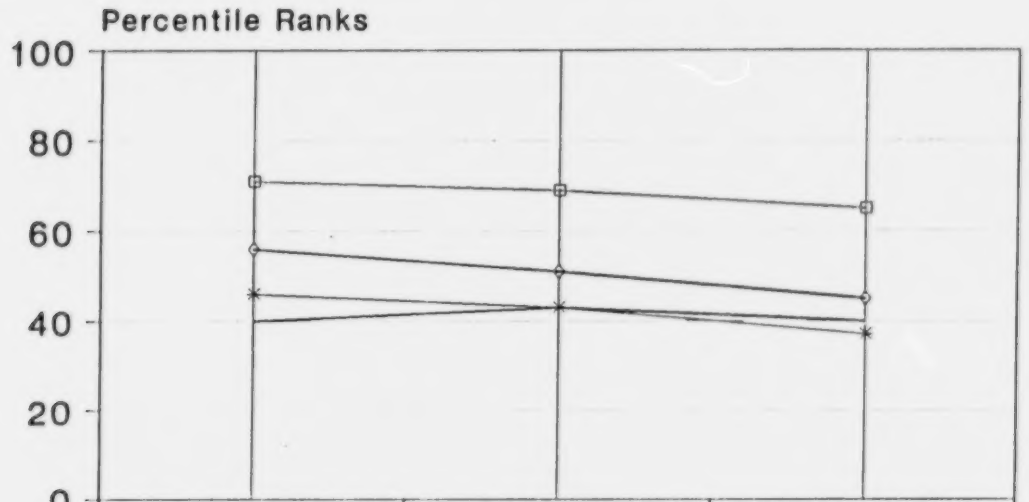
FIGURE 2

TAP Reading Achievement
1990 Ninth Grade Cohort Paseo Academy

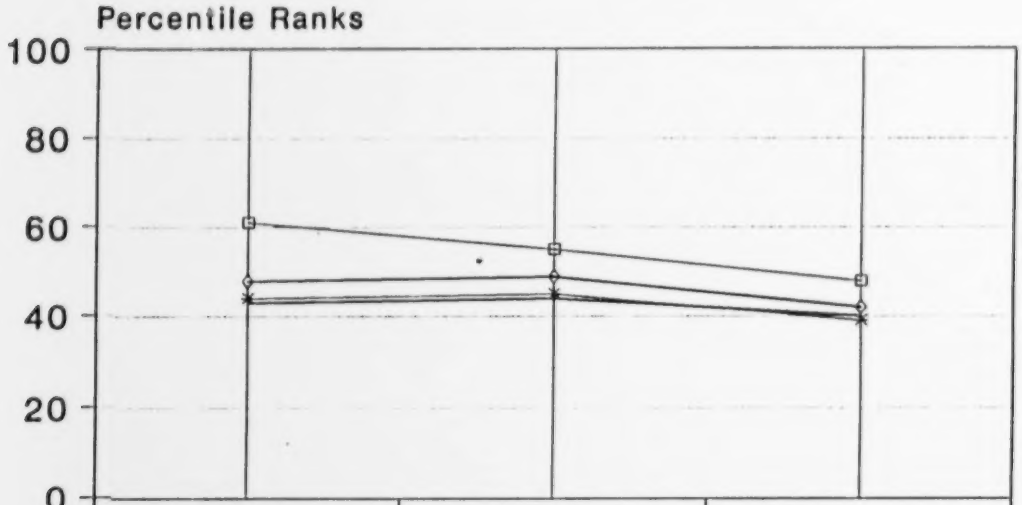


	Ninth '90	Tenth '91	Eleventh '92
Minority	46	43	37
Non-minority	71	69	65
Paseo Academy	56	51	45
District	40	43	40

Note:Percentile ranks were converted from mean grade equivalent scores.

FIGURE 3

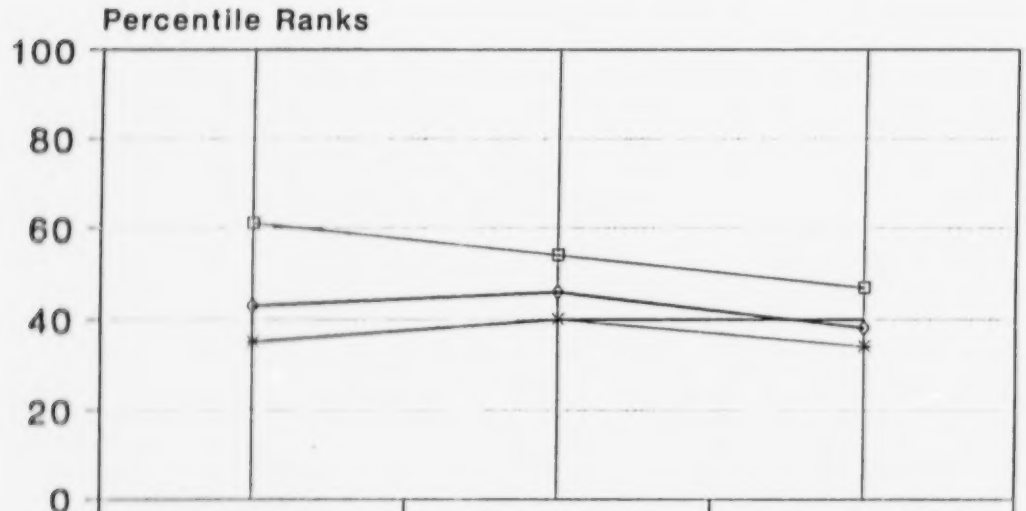
TAP Written Expression Achievement
1990 Ninth Grade Cohort Paseo Academy



	Ninth '90	Tenth '91	Eleventh '92
Minority	44	45	39
Non-minority	61	55	48
Paseo Academy	48	49	42
District	43	44	40

Note:Percentile ranks were converted from mean grade equivalent scores.

FIGURE 4
TAP Math Achievement
1990 Ninth Grade Cohort Paseo Academy



	Ninth '90	Tenth '91	Eleventh '92
Minority	35	40	34
Non-minority	61	54	47
Paseo Academy	43	46	38
District	35	40	40

Note:Percentile ranks were converted from mean grade equivalent scores.

816-871-7900
Principal, Patti Bippus
Assistant Principal, Ed Watkins
Coordinator of Instruction, Marie Taffe
Program Administrator, Kathy Tosolini
Curriculum Coordinator, Dorothy Shepherd

Appendix A, Table A-1

1991-92

STUDENT AWARDS/RECOGNITION

International
National
Regional
State
Local

THEME RELATED ACTIVITIES

FIELD TRIPS

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PASEO ACADEMY
RECOGNITION & ACCOMPLISHMENTS

1991 - 1992

INTERNATIONAL RECOGNITION

- Paseo Academy Chamber Choir/ Jazz Choir will represent Kansas City and the United States in Seville, Spain during August of 1992

NATIONAL RECOGNITION/ AWARDS

- National Time Magazine/ Mobil Oil Essay Contest selects winners & finalists from hundreds of essays entered. Three of the 104 finalists are from Paseo Academy:

Kelly Constable	Grade 9
Carolyn Groh	Grade 11
Kristen Vinck	Grade 11

- National Competition sponsored by "Earthwatch Challenge" selected fifteen students to participate in the summer all-expense paid project in Oregon from approximately 700 applicants. One of those fifteen selected is

Freedom Dean	Grade 11

- Participating in the "Star Search" program with Ed McMahon in Los Angeles this summer will be Paseo student:

Monique Jones	Grade 10

- Paseo Academy and Monique Jones were featured in one segment produced by ABC television highlighting Kansas City and its jazz heritage. The segment was aired nationally in the fall.

- Several Paseo dancers received national awards/ recognition for participation in summer dance programs nation-wide:

** Heather Hunter	Grade 10	Alvin Ailey in New York
* Monique Jones	Grade 9	Gus Giordano in Chicago
** Monique Jones	Grade 9	Joffrey Ballet in New York
* Amy Ogea	Grade 11	Joffrey Ballet in New York
*** Amy Ogea	Grade 11	Modern in Colorado
Nicole Pfeifle	Grade 10	Jacobs Pillow in Massachusetts
** Brandi Sawyer	Grade 10	Joffrey Ballet in New York
*** Nicketa Smith	Grade 11	Modern in Colorado
* Salynda White	Grade 10	Martha Graham School in New York
** Salynda White	Grade 10	Joffrey Ballet in New York
* Nikkita Williams	Grade 11	Dansummer in Crested Butte, Colorado
*** Tameria Jefferson	Grade 11	Dansummer in Crested Butte, Colorado

* scholarship for admission
** admission (no scholarship)
*** scholarship alternates

- Two students have been selected for the All Nation Band:

Wendy Woods	Grade 10	Alto Clarinet
Dana Slagel (alternate)	Grade 10	Clarinet

NATIONAL RECOGNITION/ AWARDS (continued)

- Visual Art Students who won blue ribbons in the Scholastic Competition have their works in New York now competing for Natinal Scholastic Winners:

	Bobby Bailey	Grade 9	
	DeAntonio Brown	Grade 9	
	Waris Fard	Grade 9	
	Kristy Martinez	Grade 9	
***	Dion Woods	Grade 9	
	Robert Conant	Grade 10	
	Kenneth Fisher	Grade 10	(two entries)
	Brian Gallmeyer	Grade 10	
	Joanie Ketron	Grade 9	
	Eric Kolkmeier	Grade 11	
	Justin Tacy	Grade 10	

*** National Award Winner

- "The Poet's Voice", Paseo Academy's literary magazine won the highest rating of Superior in the judging sponsored by NCTE (National Council of Teachers of English) and was the only literary magazine in the metropolitan Kansas City area to do so. One of eight in the state of Missouri who were awarded honors.

REGIONAL RECOGNITION/ AWARDS

- In the Western Missouri Regional Visual Art Competition the following Paseo Students won awards:

Bobby Bailey	Grade 9	Blue Ribbon Gold Key	
DeAntonio Brown	Grade 9	Blue Ribbon Gold Key	
Waris Fard	Grade 9	Blue Ribbon Gold Key	
Gabrial Shinerdecker	Grade 11	Gold Key	
Kristy Martinez	Grade 9	Blue Ribbon Gold Key	
Dion Woods	Grade 9	Blue Ribbon Gold Key	
Robert Conant	Grade 10	Blue Ribbon Two gold keys	
Michelle Crane	Grade 10	Gold key	
Leslie Doyle	Grade 11	Gold key	
Kenneth Fisher	Grade 11	Two blue ribbons Two gold keys	
Brian Gallmeyer	Grade 10	Blue Ribbon Four gold keys	
Joanie Ketron	Grade 9	Blue Ribbon Two gold keys	
Eric Kolkmeier	Grade 11	Blue Ribbon Gold Key	Ricoh Photo Merit Award
Justin Tacy	Grade 10	Blue Ribbon Gold Key	
Jeny Weber	Grade 11	Two gold keys	
Mark Galloway	Grade 10	Gold key	

The following students received honorable mention and their works were also on display:

Jesse Grechus
Anthony Carrillo
Robert Conant
Miles Davis
Kenneth Fisher
Brian Gallmeyer
Eric Kolkmeier
Debbie Ross
Carrie Rousseau
Lawrence Sims
Eric South
Jeny Weber

- Winners in the Bluford Contest were:

Robert Conant	Grade 10	$300.00 award
Kenneth Fisher	Grade 11	150.00 award
Lawrence Sims	Grade 11	150.00 award
Pam Hart	Grade 11	150.00 award

Third Place ($50.00 winners:)
Eric Kolkmeier, Kevin Crockett, Jason Mabin, Gabriel Shiverdecker, April Blackman, Gary Cheadle, Mark Stewart, Jesse Greechus, Joey Breece, Jamille Griffin

Honorable Mention:
Kelly Constable, Tina Clark, Joanie Ketron, Jenny Weber, Leslie Doyle, Michelle Crane, Mark Galloway, Sarah Lee, Debbie Ross

REGIONAL RECOGNITION/ AWARDS (continued)

- Paseo students selected to perform with the All District Band:

Carolyn Groh	Grade 11	Flute
Wendy Woods	Grade 10	Bass/ soprano clarinet
Dana Slagel	Grade 10	Bass clarinet
Maria Johnson	Grade 10	Bass Clarinet
April Curtis	Grade 11	Baritone Sax

- Paseo students selected to perform with the All District Jazz Band:

Shawn Lyon	Grade 11	Tenor Sax
April Curtis	Grade 11	Baritone Sax
Eric South	Grade 11	Sax (alternate)

additionally these students (commuters who receive credit in their home schools for participation in the Paseo Jazz Band) were named to the All District Jazz Band:

Charles Pritchett	Belton
Troy Jordon	Belton
Camillia Houston	Belton
Steven Martin	Hickman
Matt Eatherton	Hickman

- Overall 3rd place winner in the "Free Write Contest" at Avila College's PAVA Day was:

Gerard Savaresse	Grade 9

- Winner of the Optimist Essay Contest ($100.00 savings bond)

Kristin Vinck	Grade 11

- Winning in the Optimist Speech Contests(1st place)

Julie Myers	Grade 10	gold medal Club level plaque at District level

- Winner of the National Health Care Coalition Essay Contest ($500- 1st place)

Kristin Vinck	Grade 11

- Students named to the "One Hundred Girls Club" sponsored by the American Association of University Women:

Freedom Dean	Grade 11
Carolyn Groh	Grade 11
Sarah Johnson	Grade 11
Kip Ludwig	Grade 11
Krystal Lugenbeel	Grade 11

- Winner of the Mary Harmon Weeks Scholarship:

Stacy Mowry	Grade 11

- Winners in the "Squire Ad Competition" in March were visual art students:

Olivia Gummig	Grade 10	3rd place
Jeremy Stanton	Grade 10	1st place
David Breece	Grade 9	2nd place
Jabron Jackon	Grade 9	4th place

- Overall winners in the Liberty Arts Olympics (10 area schools competed) were:

April Blackman	Grade 11	2nd overall
Jeny Weber	Grade 11	4th overall

Other Paseo winners: Robert Conant, Kenneth Fisher, Brian Gallmeyer, Vinh Le, Eric South

REGIONAL RECOGNITION/ AWARDS (continued page 2)

- Winning first runner up in the English Speaking Union Branch Finals of the Shakespere Competition: (the winner competed in Lincoln Center in New York City)

Doree Flournoy	Grade 10

- Two of Paseo's orchestra members were selected to perform with the All District Honor Orchestra:

Angela Letizia	Grade 10	Cello
Tiffiany Smith	Grade 10	Violin

- Seven memb ers of the Orchestra participated in the William Jewell String Fest receiving recognition:

Angela Letizia	first chair cello	"Artist" award
Micah Herman	first chair bass	"Artist" award
Kenric Crockett	violin	"Associate Artist" award
Kim Wilkerson	violin	"Associate Artist" award
Stacey Parker	viola	"Associate Artist" award
Denesha Shockley	cello	"Associate Artist" award

- The Society of Contemporary Photographers invited submissions for their annual traveling exhibit. Fifty photographs from the 1,000 submitted were selected. Paseo students whose works will be in the show are:

*April Blackman
Lance Grabmiller
Amanda Holmes

* April Blackman was one of five who received a cash award from the Society.

- In A.C.T.S.O. local competition the following students won awards. The 1st place winners go to nationals: (Afro-Academic, Cultural, Technological and Scientific Olympics) sponsored by NAACP.

1st place	Photography	Leslie Doyle	11th grade
1st place	Contemporary Vocal	Trisha Jenkins	11th grade
1st place	Playwriting	Celene Aguilar	9th grade
1st place	Sculpture	Kenneth Fisher	11th grade
2nd place	Sculpture	Lawrence Sims	11th grade
2nd place	Inst. Music	Christy Mitchell	11th grade
3rd place	Inst. Music	DeAndre Hawkins	10th grade
2nd place	Vocal Classical	Katrina Lewis	11th grade
3rd place	Vocal Classical	Trisha Jenkins	11th grade
2nd place	Drawing	Walter Levels	11th grade

STATE RECOGNITION/ AWARDS:

- Forensics Club has two qualifiers in Dramatic Interpretation:

Kelly Cosntable	Grade 9
Dannye Thompson	Grade 9

- Paseo students selected for All State Band:

Wendy Woods	Grade 10	Alto Clarinet
Carolyn Groh	Grade 11	Flute
Dana Slagel	Grade 10	Clarinet

- Paseo Students who have qualified for State Music Contest are:

Girls Sextet (vocal)	Ernestine Boles, Eboni Jackson, Maria Johnson, Susan McClure, Joella Roark, Dana Slagel
Paseo Orchestra	
Kelly Eismont	Vocal solo
Cookkee Harris	Bariton Sax solo
Monique Jones	Vocal solo
Andrew Brooks	Baritone solo
Dusty Brewer	Trumpet solo
Andre Moore	Trumpet solo
Kenric Crockett	Violin solo
Wendy Woods	Clarinet solo
Krystel Lugenbeel	Marimba solo
Natalie Sullivan	Vocal solo
Aaron Arnold	Alto Sax solo
Aaron Arnold	Vocal solo
Jon Lovitch	Tiampani solo
Kim Wilkerson	Violin solo
Maria Johnson	Bass Clarinet solo
Angela Letizia	Cello solo
Dana Slagel	Bass Clarinet solo
Denesha Shockley	Cello solo
Eric South	Alto Saxaphone solo
Micah Herman	Bass solo
April Curtis	Bariton Sax solo
Carolyn Groh	Flute solo
Damon Carter	Vocal solo
Katrina Lewis	Vocal solo
Jim Henley	Vocal solo
Kirstena Nelson	Piano solo

(See attached Music Results)

47

PASEO ACADEMY
OF FINE AND PERFORMING ARTS
1936 SUMMIT, KANSAS CITY, MO

6-871-7900
rincipal, Patti Bippus
ssistant Principal, Ed Watkins
oordinator of Instruction, Marie Taffe
ogram Administrator, Kathy Tosolini
rriculum Coordinator, Dorothy Shepherd

RESULTS OF STATE MUSIC CONTEST THAT WAS HELD ON SATURDAY MAY 2.

STUDENTS RECEIVING A ONE(I) RATING:

BAND=CAROLYN GROH-FLUTE
APRIL CURTIS-BARITONE SAX
ANDRE MOORE-TRUMPET
KRYSTEL LUGENBEEL-BELLS

CHOIR=KELLY EISMONT-SOPRANO
KATRINA LEWIS-SOPRANO
MONIQUE JONES-SOPRANO
BRANDI WHITE-ALTO
JIM HENLEY-BARITONE
DAMON CARTER-BARITONE
AARON ARNOLD-BARITONE

STUDENTS RECEIVING A TWO(II) RATING:

BAND=WENDY WOODS-CLARINET
DANA SLAGEL-BASS CLARINET
MARIA JOHNSON-BASS CLARINET
ERIC SOUTH-ALTO SAX
DUSTY BREWER-TRUMPET
COOKKEE HARRIS-EUPHONIUM
ANDREW BROOKS-EUPHONIUM
JON LOVITCH-TYMPANI

CHOIR=NATALIE SULLIVAN-ALTO

STRINGS=ANGELA LETIZIA-CELLO
DENESHA SHOCKLEY-CELLO

STUDENTS RECEIVING A THREE(III) RATING:

BAND=AARON ARNOLD-ALTO SAX

CHOIR-GIRLS SEXTET
ERNESTINE BOLES
EBONI JACKSON
MARIA JOHNSON
DANA SLAGEL
JOELLA ROARK
SUSAN MCCLURE

STRINGS-KIM WILKERSON-VIOLIN
KENRIC CROCKETT-VIOLIN
MICAH HERMAN-BASS

STUDENTS THAT RECEIVED A ONE OR A TWO RATING WILL RECEIVE A STATE MEDAL AND A STATE CERTIFICATE.

BEST COPY AVAILABLE

MISCELLANEOUS RECOGNITION/ ACCOMPLISHMENTS:

o Dannye Thompson	Grade 9	Summer theatre in Coterie's productions of Red Sneaks and Peter Pan
o Natalie Sullivan	Grade 10	Summer theatre in Starlight's production of Peter Pan
o Jenny Worden	Grade 11	Summer workshop at the Royal Academy of Dramatic Arts in London, England
o Derrick Harris	Grade 11	Recording an album with Edwin Hawkins in Los Angeles. (Gospel) Performs throughout the midwest regularly.
o Lindsay Seyffert	Grade 11	Appeared in Stephen King's "Sometimes They Come Back" a CBS movie of the week. Dances in Theatre Under the Stars.
o Christy Gosselin	Grade 11	Appeared in "Sometimes They Come Back". Appears in professional television commerci
o Monique Jones	Grade 10	Winner of the George Salisbury Memorial Series, TAlent Showcase and Scholarship.
o Luciana Grubbs	Grade 10	Studies with the Charlie Parker Memorial Jazz Foundation.
o DeWayne Woods	Grade 10	Works professionally as a gospel workshop clinician throughout the midwest and has braodcast and recording studio experience.
o Nathan Hrenchir	Grade 10	Vocal soloist with the Northland Symphony
o James Henley	Grade 11	Professional model trained at Casablance studios.
o Denesha Shockley	Grade 10	Member of the Kansas City Youth Symphony Middle Orchestra

o District Honors' Day Participants (high scholastic honors):

Kelly Constable
Uy Phan
Stephanie Singer
Tenesha Thompson
Rebecca Utton
Doree Flournoy
Angela Letizia
Christine Sullivan
Willa Trulove
Wendy Woods
Freedom Dean
Carolyn Groh
Sarah Johnson
Kip Ludwig

o Second Baptist Church Awards Day honorees:

Academic: (Jrs.)	Artistic: (all school)	
Freedom Dean	Monique Jones	music
Carolyn Groh	Salynda White	dance
Sarah Johnson	Antoinette Jackson	creative writing
Kip Ludwig	Kenneth Fisher	visual art
Angela Letizia	Jenny Worden	theatre

o 3rd place - KCMSD Math Bowl

School PASEO ACADEMY

Contact Person PATTI BIPPUS

Theme Related Activities

SEE ATTACHED

Month of: September '91

Department/ group	Activity	Date(s)
Vocal Music	Presentation for Chamber of Commerce Chamber Choir - Las Tunas	9/17/91
Vocal Music	Metro Vocal Tryouts	9/21/91

Month of: October '91

Department/ group	Activity	Date(s)
Vocal Music	Performance - Alpha Kappa Alpha Sorority - Jazz Wave	10/6/91
Vocal Music	Chamber of Commerce Breakfast at Rockhurst College - Chamber Choir	10/7/91
Creative Writing	Black Health Care Coalition	10/10/91
Theatre/Creative Writing	Urban Bush Woman - field trip	10/11/91
Vocal Music	KCPS Board Retreat - Jazz Wave	10/11/91
Theatre	Earth Awareness Exposition - "Composters" Puppeteers	10/12/91
Instrumental Music	Handbell Workshop - William Jewell College	10/13/91
Theatre	Hope Lutheran Church - "Composters" Puppeteers	10/14/91
Instrumental Music	Tim Sublette visits guitar classes	10/14/91
Visual Art	Al Hinton - Visual Art Residency	10/14-19/91
Visual Art	Franklin Willis - Visual Art Residency	10/14-25/91
Visual Art	2nd/3rd - Visual Art majors assembly	10/14/91
Vocal Music	S.A.C. Meeting - Jazz Wave perform.	10/14/91
Visual Art	Reception for Visiting Artist-in-Residence	10/15/91
Arts Teachers & Administrators	Network of Visual & Performing Arts Preparatory Schools Conference - Toronto	10/16-20/91
Theatre	Trailways Elementary "Composters" Puppeteers	10/16/91
Vocal Music	Missouri City Schools Concert - Jazz Wave	10/17/91
Theatre	Warner Brothers Studio Casting	10/19/91
Total School	Radio Spot KPRS-FM 103.3	10/22/91
Instrumental Music	Piano Recital	10/22/91
Instrumental Music	Disklavier workshop for accompanists & teachers	10/22/91
Creative Writing	Missouri Western Writing Conference	10/24/91

Month of: October '91 cont'd

Department/group	Activity	Date(s)
Dance	Missouri Institute for Prevention Services	10/24/91
Visual Art	African Art Exhibit-Nelson Atkins Museum - Selected art students (30)	10/30/91
Creative Writing	Iowa Writing Project - 15 students	10/30-31/91

Month of: November '91

Department/ group	Activity	Date(s)
Theatre	Cordill Mason elementary - Blue Springs - "Composter" Puppeteers	11/1/91
Visual Art	In-school Exhibition	11/1/91
Theatre	"Fiddler on the Roof"	11/1/91
Dance	O Vertigo Danse - William Jewell Series	11/1/91
Theatre	Coterie Theatre - Auditions - 1992 Season	11/1/91
Theatre	"Fiddler on the Roof"	11/2/91
Theatre	Chapel Lanes Elementary "Composters" Puppeteers	11/4/91
Vocal Music	University Towers Retirement Center Jazz Wave	11/6/91
Theatre	Greenwood Elementary "Composters" Puppeteers	11/6/91
Theatre	"Fiddler on the Roof" - All School Assembly	11/6/91
Instrumental Music	Orchestra - A.T. & T.	11/8/91
Theatre	"Fiddler on the Roof"	11/7/91 & 11/8/91
Instrumental Music	Uptown String Quartet - Folly Theatre Orchestra	11/8/91
Instrumental/Vocal Music	American Royal Brunch - Commerce Bank - Jazz Wave	11/9/91
Theatre	"Fiddler on the Roof"	11/9/91
Instrumental/Vocal Music	Gifted & Talented Conference - Jazz Wave	11/10/91
Vocal Music	All Choirs - Memorial Ceremony Vietnam Veteran's Memorial	11/11/91
Theatre	W.C. Bryant Elementary "Composters" Puppeteers	11/11/91
Vocal Music	K.C. Arts Schools Annual Choral Festival at KCMSA - Chamber Choir	11/12/91
Creative Writing	Rockhurst Creative Writing Workshop	11/13/91
Instrumental Music	Christopher Parkening Guitar Master Class - Guitar II/III Classes	11/13/91

Month of: November 91 cont'd

Department/group	Activity	Date (s)
Theatre	Red Bridge Elementary "Composters" Puppeteers	11/13/91
Theatre	Reed Steele (mime) Residency	11/18,19,21/
Biology Classes	Randy Barron - Physiology of Movement	11/18-22/91
Instrumental Music	Amahad Alaadeen - Jazz Residency	11/18-22/91
Creative Writing	PAVA Day at Avila College	11/19/91
Instrumental Music	Cambiata Trio Workshop	11/19/91
Instrumental Music	Richard Elliot - Jazz Workshop/ Concert	11/20/91
Theatre	Federal Women's - GSA	11/20/91
Instruemental Music	Channel 19 films Alaadeen in Jazz Workshop	11/20/91
Vocal Music	Vocal Jazz Evening Concert	11/21/91
Instrumental Music	Class Piano Studio Recital	11/25/91
Vocal Music	Paseo Academy Invitational Jazz Festival	11/26/91
Instrumental Music	KCPT-TV Channel 19 - "MarQuee" Alaadeen and our jazz ensemble	11/28/91
Vocal Music	Mayor's Christmas Tree Lighting - Chamber Choir	11/29/91
Instrumental Music	Repeat presentation of KCPT-TV	11/30/91
Instrumental/Vocal Music	ABC Filming for "Home Show" w/Gary Collins - featured students	11/8/91

Month of: December '91

Department/ group	Activity	Date(s)
Theatre	One Act Plays - All School	12/3/91
Vocal Music	Senior Citizens Program - Chamber Choir	12/4/91
Instrumental Music	UMKC Jazz Orchestra workshop	12/4/91
Vocal Music	Gilbert Robinson - Chamber Choir	12/5/91
Theatre	One Act Plays - Auditorium	12/5/91
Vocal Music	Expo '92 Flag Raising - Chamber Choir	12/6/91
Instrumental Music	CMSU Tuba Christmas A.T.& T. Pavillion	12/6/91
Vocal Music	American Business Women's Assoc. Paseo Consort	12/6/91
Instrumental/Vocal Music	All-State Concert & Jazz Band Tryouts	12/7/91
Vocal Music	Westport/Roanoke Community center Paseo Consort	12/9/91
Vocal Music	Mayor's Toys for Tots'Channel 9 - Chamber Choir	12/12/91
Vocal Music	Truman Medical Center - Concert Chorale	12/13/91
Visual Art	Visual Art Display - Old Westport Store fronts	12/16/91
Vocal Music	KC Mu Phi Eplilon Alumni - Paseo Chorale	12/17/91
All Arts Depts.	All-School Holiday Program	12/17/91
Instrumental Music	Kansas City Neighborhoodl Alliance Luncheon - Orchestra	12/18/91
Vocal Music	Superintendent's Office Party - Chamber Choir	12/18/91
Vocal Music	Board Building - Chamber Choir	12/19/91
Instrumental/Vocal Music	City Hall - Music Dept.	12/19/91
Vocal Music	Allis Plaza - Chamber Choir	12/19/91
Instrumental Music	Living Christmas Tree	12/20/91

Month of: January '92

Department/ group	Activity	Date(s)
Instrumental/Vocal Music	District Metro MMEA Concert	1/4/92
Vocal Music	Kansas City Musical Club - Paseo Consort	1/6/92
Instrumental Music	Piano Recital	1/7/92
A.I.R. for History Dept.	Brother's War Missouri	1/10/92
Dance	UMKC Dance Workshop	1/14/92
Instrumental/Vocal Music	Music Educator's Conference - All-State Band/Choir/Orchestra	1/15-18/92
Theatre	VA Hospital Martin L. King Celebration	1/17/92
Theatre	Belton Invitational Speech/Debate Tournament	1/17-18/92
Vocal Music	Bruce Watkins - Jazz Choir	1/20/92
Dance/Creative Writing/ Theatre/Vocal Music/ Visual Art	M.L. King Birthday Celebration	1/24/92
Theatre	Shakespeare Competition - School juries	1/24/92
Visual Art	Scholastic Art Competition - Winner's Exhibit Opens II Pershing	1/25/92
Creative Writing	Danny Cox Residency - Creative Writing	1/27-30/92
All School & Arts Depts.	Chamber of Commerce/Board of Trustees visit	1/28/92
Instrumental Music	Alaadeen - Jazz Residency	1/29-2/3/92

Month of: February '92

Department/ group	Activity	Date(s)
Instrumental Music	Alaadeen's Jazz Band Concert	2/4/92
Vocal Music	I.R.S. - Jazz Wave - Allis Plaza	2/6/92
Instrumental Music	McShane Jazz Concert/Lecture - Folly Theatre	2/7/92
Instrumental Music	William Jewell String Festival & Concert/Orchestra	2/7-8/92
Instrumental Music	Uptown Strings Workshop - Orchestra	2/10/92
Vocal Music	A.T. & T. Plant Ethnic Month - Chamber Choir	2/11/92
Vocal Music	City Council - Chamber Choir	2/13/92
Instrumental Music	William Jewell Handbell Ensemble Workshop	2/14/92
Creative Writing	Optimist Speech Contest	2/15/92
Instrumental/Vocal Music	District Faculty Big Band	2/18/92
All School Concert	Blues Notion Band	2/20/92
Creative Writing/Theatre/ Dance	Black Heritage Program	2/21/92
Vocal Music	IRS Executive Body/Regional Allis Plaza - Jazz Wave	2/24/92
Instrumental/Vocal Music	Iowa - The Jazz Place	2/27 - 3/1/92

Month of: March '92

Department/ group	Activity	Date(s)
Theatre	English-Speaking Union Shakespeare Competition - Missouri Rep. Theatre	3/1/92
Instrumental Music	Avila Music Festival	3/4/92
Vocal Music	Avila Music Festival	3/5/92
Artist-in-Residence	Matt Kirby/Science of Sound-Physics	3/5/92
Theatre	"The Foreigner"	3/6/92
Instrumental Music	Avila Music Festival string students	3/6/92
Instrumental Music	District Jazz Band-UMKC	3/6/92
Vocal Music	Avila Music Festival	3/7/92
Theatre	"The Foreigner"	3/7/92
Dance	Kansas Dance Network Conference Manhattan	3/7-8/92
Theatre	"The Foreigner"	3/9/92
Theatre/Creative Writing/ Vocal Music	Black Heritage Program	3/12/92
Instrumental Music	Missouri Tiger Club - Jazz Ensemble A.T. & T.	3/12/92
Instrumental Music	University of Missouri Junior's Honor Band	3/12-15/92
Theatre/Creative Writing	Tracy Milsap Recidency - A.I.R.	3/16-17/92
Instrumental Music	Piano Studio Recital	3/17/92
Artist-in-Residence	Wearing of the Green	3/17/92
Theatre	Women in History Presentation - G.S.A.	3/18/92
Instrumental/Vocal Music	Avila Honor's Concert - Guitar Ensem. Paseo Consort	3/18/92
Vocal Music	Southwestern Bell Pioneers - Chamber Choir	3/19/92
Instrumental Music	Instrumental Band Workshop	3/19/92
Instrumental/Vocal Music	Crown Center/Scenes from H.M.S.	3/20/92
Vocal Music	Sister City/Expo Performance Chamber Choir	3/21/92
Vocal Music	Town pavillion Show - Chamber Choir	3/23/92

Month of: March 92 Con'd

Department/group	Activity	Date (s)
Instrumental Music	Instrumental Music -Solo Studio Recital	3/25/92
Instrumental/Vocal Music	"H.M.S. Pinafore"	3/26/92
Dance/Creative Writing/ Visual Art	Bluford Reception /Competition	3/26/92
Instrumental/Vocal Music	"H.M.S. Pinafore"	3/27/92
Instrumental Music	Minneapolis Guitar Quartet Master Class	3/28/92
Instrumental/Vocal Music	"H.M.S. Pinafore"	3/29/92
Instrumental Music	Instrumental Music Concert	3/31/92
Vocal Music	Mayor Cleaver/Harmony in a World of Difference - Chamber Choir	3/31/92

Month of: April '92

Department/ group	Activity	Date(s)
Dance	Spring Dance Concert	4/2/92
Instrumental/Vocal Music	District Music Festival	4/3/92
Instrumental Music	Mu Phi Presents - Guitar Ensemble	4/3/92
Visual Art	Visual Arts Olympics - Liberty H.S.	4/4/92
Vocal Music	UMKC Madrigal Singers Workshop - Paseo Consort	4/7/92
Vocal Music	Department of Labor - Jazz Choir	4/9/92
Recording Arts	Full Sail Institute Assembly	4/9/92
Vocal Music	Lincoln University - Chamber Choir	4/10/92
Instrumental Music	St. Paul School of Theology - Orch.	4/20/92
Vocal Music	Missouri State Capitol rotunda - Chamber Choir	4/22/92
Instrumental Music	Mid-America Guitar Ensemble Festival - Guitars	4/25-26/92
Instrumental Music	Band-Japanese sister city meeting	4/26/92
All Arts Depts.	ACT-SO Competition	4/26/92
Theatre	Chamber of Commerce	4/27/92
Instrumental Music	Maynard Ferguson Concert	4/29/92
Dance	Leni Wylliams - Dance residency	4/21-25/92

Month of: May '92 (projected/planned/scheduled)

Department/ group	Activity	Date(s)
Theatre	"Picnic" - Auditorium	5/1/92
Instrumental/Vocal Music	State Music Contest	5/2/92
Theatre	"Picnic"	5/2/92
Theatre	"Picnic"	5/3/92
Creative Writing/Theatre	Paseo Academy Invitational Speech Tournament	5/5/92
Vocal Music	District Partnership Office - Chamber Choir	5/5/92
Instrumental Music/Theatre	Arts Magnet Conference Opening Session Jazz Band/Mimes	5/6/92
Instrumental Music	Jazz Band Spring Concert	5/7/92
Vocal Music	Research Medical Center Ladies Aux. - Chamber Choir	5/8/92
Vocal/Instrumental Music/ Dance/Creative Writing/ Theatre	Paseo Academy Spotlight entertainment Arts Magnet Conference Banquet	5/8/92
Visual Art	Paseo Academy Visual Art Opening - Bruce Watkins Museum	5/9/92
Instrumental Music	Instrumental Music Concert	5/12/92
Vocal Music	Research Medical Center Ladies Aux. - Chamber Choir	5/12/92
Instrumental Music	KC Chamber of Commerce - Small Business Awards - Orchestra	5/13/92
Vocal Music	Vocal Music Concert	5/14/92
Instrumental Music	World's of Fun - Band Contest	5/17/92
Vocal Music	Chamber Choir - Hometown Concert	5/17/92
Artist-in-Residence	Tamara McIntosh - Residency	5/18-22/92
Vocal Music	All-City Choral Concert	5/19/92
Instrumental/Vocal Music	Jazz Wave/Jazz Ensemble - Jazz Ambassadors	5/20/92
Instrumental Music	All-City Instrumental Concert	5/21/92
Instrumental Music	Piano Recital	5/22/92
Artist-in-Residence	Africa Alive	5/26/92

Month of: May 92 (projected/planned/scheduled) Cont'd

Department/group	Activity	Date (s)
Theatre	Theatre Tableaux	5/28/92
Theatre	Theatre Tableaux	5/29/92
Instrumental Music	Jon Trozzolo - Jazz History	5/29/92
Instrumental Music	District M.S. Solo & Ensemble Contest Paseo Academy (Hosts)	5/30/92
Instrumental/Vocal Music	Randall Platt - Midi computer residency	May

Month of: June '92 (projected/planned/scheduled)

Department/ group	Activity	Date(s)
Creative Writing/ Instrumental Music	Creative Writing Concert	6/4/92

** Artist-in-Residence Private Lessons - October 1 - May 8

School PASEO ACADEMY

Contact Person PAM BIPPUS

Field Trips

Field Trip	Describe how this trip relates to the theme

SEE ATTACHED

Department/ group	Activity	Date(s)
Biology/Chemistry Dept.	Lime Creek - to collect water samples	9/17/91
Spanish Dept.	Southwest Blvd. - to study another cultural community	10/25/91
Tech. Theatre	KCMSA - for hands-on teamwork on Tech. Theatre	11/22/91
Photo/Draw	Nelson-Atkins Museum - to study the Artwork of "Alverez Bravo"	11/6/91
Spanish Dept.	Country Club Plaza - for student's awareness of Spanish art in our city & cultures	11/8/91
Spanish Dept.	Nelson-Atkins Museum - to study the blends of Indian, Spanish, Afro & European works of art	11/12/91
Visual Art Dept.	PAVA Day - for College Competition Recognition & experience in Visual Art	11/19/91
Biology/Chemistry	Lime Creek - to study the results from the first test in Sept.	12/17/91
Visual Art Dept.	Regional Scholastic Competition To use the exhibit as an Instructional tool	1/30/92
Dance Dept.	Footlights Dance Shop Students will learn & dance on pointe' shoes & how to choose the correct shoe	1/3/92
Dance Dept.	U.M.K.C. Dance Dept To expose students to a University dance curriculum & participate in college classes	1/14/92
Social Studies Dept.	Federal Reserve Bank To study the District's and Divisions	2/6/92
Instrumental Music Dept.	Folly Theatre - to study K.C. Jazz History by "Jay McShann"	2/7/92
Biology/Chemistry Dept.	Lime Creek - to discover way in which water can become polluted	2/18/92
Business Dept.	Banister Mall - DECA Contest	2/19/92
Guitar Group II & III	Avila College - to study performance techniques	3/6/92

Department/ group	Activity	Date(s)
Orchestra	Avila Music Festival - for experience as preparation for District contest	3/6/92
Dance Dept.	Kansas State University - Exposure to other dance companies	3/7-8/92
Costuming group II & III	Penn Valley Community College - Students will participate in a Fashion Show Design	4/23/92
Science Dept.	Worlds of Fun (Science Day) - Students will participate in Science related activities Sponsored by: Science Pioneers	5/14/92

Appendix B Table B-1
Paseo Academy of Fine & Performing Arts
Student Perceptions, Spring 1990, 1991, and 1992

Questions	1990 (N= 56) Yes	1990 (N= 56) No	1991 (N= 55) Yes	1991 (N= 55) No	1992 (N= 13) Yes	1992 (N= 13) No
1. I am glad I go to a fine and performing arts magnet school.	---	---	80%	20%	90%	10%
2. I participated in a school play, performance, competition, or show this year.	64%	36%	76%	24%	72%	29%
3. The students at my school get along well with each other.	---	---	64%	36%	64%	36%
4. I feel safe at Paseo.	---	---	58%	42%	57%	43%
5. I feel welcome at Paseo.	---	---	77%	23%	74%	26%
6. I like my fine and performing arts class(es).	---	---	84%	16%	89%	12%
7. I feel that I am challenged academically at Paseo.	---	---	52%	48%	45%	55%
8. I like the Artist-in-Residence program.	69%	31%	88%	12%	73%	27%
9. I have enjoyed and benefitted from the field trips.	72%	28%	70%	30%	70%	30%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include students not expressing an opinion.

Appendix C Table C-1
Paseo Academy of Fine & Performing Arts
Teacher Perceptions, Spring 1990, 1991, and 1992

Questions	1989-1990 (N= 16) Yes	1989-1990 (N= 16) No	1990-1991 (N= 33) Yes	1990-1991 (N= 33) No	1991-1992 (N= 33) Yes	1991-1992 (N= 33) No
1. I beleive our school is implementing the magnet theme according to the identified program goals and objectives.	64%	36%	75%	25%	79%	21%
2. I have been able to infuse the magnet theme into the subject(s) I teach.	80%	20%	97%	3%	100%	---
3. I am satisfied with the magnet theme staff development during the school year.	44%	56%	62%	38%	56%	44%
4. I have access to the necessary equipment and supplies I need to implement the magnet theme in the subject(s) I teach.	79%	21%	72%	28%	69%	31%
5. The school atmosphere generally is conducive to learning for all students.	33%	67%	50%	50%	23%	77%
6. I feel physically safe teaching at Paseo Academy.	---	---	93%	7%	74%	23%
7. I beleive students are making good academic progress in this theme.	43%	57%	32%	68%	46%	54%
8. Overall, what rating would you give your magnet school program this year?						
Excellent	13%		13%		9%	
Good	7%		34%		53%	
Average	40%		38%		19%	
Fair	33%		13%		16%	
Poor	7%		3%		3%	

Note: Percentages are rounded to the nearest whole percent. Percentages do not include teachers not expressing an opinion.

Appendix D Table D-1
Paseo Academy of Fine & Performing Arts High School
Parent Perceptions, Spring 1990, 1991, and 1992

Questions	1989-1990 (N= 31) Yes	1989-1990 (N= 31) No	1990-1991 (N= 58) Yes	1990-1991 (N= 58) No	1991-1992 (N= 115) Yes	1991-1992 (N= 115) No
1. I am satisfied with the fine and performing arts program.	69%	31%	100%	---	---	---
2. I am satisfied with the progress my child has made in the arts theme.	67%	33%	84%	16%	---	---
3. I am satisfied with the progress my child has made in basic skills.	77%	23%	62%	38%	---	---
4. I am satisfied with my child's teachers.	82%	18%	96%	4%	83%	17%
5. The principal is responsive to my concerns.	64%	36%	92%	8%	85%	15%
6. Communications from school are understandable and helpful.	82%	18%	93%	7%	86%	14%
7. I feel welcome at Paseo Academy.	83%	17%	98%	2%	94%	6%
8. I would recommend Paseo Academy to other parents.	75%	25%	95%	5%	91%	9%
9. I feel my child is safe at Paseo Academy.	---	---	81%	19%	65%	35%
10. Magnet application is handled in a reasonable amount of time.	97%	3%	93%	7%	83%	17%
11. The student selection process is fair.[1]	82%	18%	75%	25%	---	---
12. The transportation takes a reasonable amount of time.[2]	71%	29%	82%	18%	91%	8%

Note: Percentages are rounded to the nearest whole percent. Percentages do not include parents not ex pressing an opinion.

[1]Based on number of parents stating they understood the selection process.

[2]Based on number of parents stating their child used district transportation.